*California Department of
Corrections and Rehabilitation*

Supervisory Skills Development

Teams and the CDCR Community

Facilitator's Guide

Revised 2/12/2007

Table of Contents

Supplies Needed	You need the following to conduct this class:

- ➢ For each student:
  - One Participant Guide
  - Two copies of the pre/post test
  - One name tent
  - One evaluation form
- ➢ For each table team:
  - One set of 24 cards each table for the team development exercise (see page 2)
  - One answer sheet per table for the team development exercise (see page 3)
- ➢ Computer with PowerPoint® installed
- ➢ This course's PowerPoint® slide presentation on a CD or flash drive
- ➢ Data projector and screen
- ➢ At least one flipchart and markers for the instructor
- ➢ Masking tape or cork strips and tacks for mounting flip chart sheets

Pre-class Preparation

Several days before the class:

- ➢ Review the material in the Facilitator's Guide, the Participant's Guide and the Power Point® presentation.

On the day before participants arrive for class:

- ➢ Test all AV and/or computer equipment to be used during class
- ➢ Prepare needed flip charts (review the facilitator guide for needed charts including an agenda for the class)
- ➢ Ensure that participants' materials are correct and distributed (or ready to distribute)
- ➢ Project the PowerPoint® title slide
- ➢ Be prepared to greet participants as they arrive.

Pre-class Preparation (cont'd)

The cards for the team development exercise are standard 3x5 cards with the one of the following numbered statements written on each card (one statement per card, include the numbers). Distribute one set of cards per table:

1. Members are concerned with acceptance
2. Delegation is the prevailing leadership style
3. The team communicates openly
4. Conflict continues to occur
5. Goals are not clear, but clarity is not sought
6. The team encourages innovation
7. Cohesion and trust increase
8. Members communicate in a tentative manner
9. Clarification of goals begins
10. Participation increases
11. Member satisfaction increases
12. Conflicts about values surface
13. The team leader is seen as benevolent and competent
14. Subgroups and coalitions form
15. The team leader's role becomes more consultative
16. Subgroups work on important tasks
17. The team assumes that the consensus about goals exists
18. Subgroups and coalitions are rare
19. Goal clarity and consensus increase
20. Pressures to conform increase
21. Dissent is tolerated
22. Role clarification begins
23. The team has defined its work
24. Decrease conformity begins

The answer sheet for the team development exercise on the next page is a duplication master.

Scoring Sheet for the Team Development Exercise

Directions:
Count one point for each card that is placed in the correct stack for one of the four stages of team development. Write the total number of points for each stage under Total Obtained, then add up the four totals to calculate the Team Score.

Forming should have cards: *Total Obtained*
     1   5   8 13 17 18

Storming should have cards: *Total Obtained*
     9 10 12 14 22 24

Norming should have cards: *Total Obtained*
     4   7 11 15 19 20

Performing should have cards: *Total Obtained*
     2   3   6 16 21 23

Team Score   _____

Welcome and introductions

Presentation, Discussion

25 minutes

☼ **Slide (Title Slide)**

Welcome the class. Introduce yourself and give a brief overview of your relevant experience. Have each participant introduce him/herself.

The class will be returning after a break from Week 1 and this is a good time to spend some time reviewing the lessons learned from week one.

> ➢ Ask participants to form groups of 4 – 6 (if the room is set up in tables, have participants work as table groups).
> ➢ Tell the group members they will have 5 minutes to discuss the following questions.

📝 **Flip Chart**

> ➢ Write the following questions on a piece of chart paper (prior to class)

> 1. What have you done to apply what you learned during Week 1?
> 2. How have you been more aware of your behavior and attitude?
> 3. What differences has the learning made in your job?

> ➢ Ask each group to select a spokesperson to share one or two examples from the group discussion. Allow 2 – 3 minutes for each group.
> ➢ Handle "housekeeping" items (e.g. location of restroom, turning off cell phone/pagers, etc. as applicable for the class and the class location.)

Objectives

Presentation

10 minutes

Tell a brief but, powerful or engaging story about the power of teamwork.

📖 **Participant Guide p. 1**

> ➢ Review the Program Overview focusing attention on Week Two Courses

📖 **Participant Guide p. 2**

☼ **Slide 1 (Course Objectives)**

Review the Objectives for the module, elaborating briefly to give an overview of the delivery methodology that will be used throughout the class.

> ➢ Ask participants to individually complete the question on page 2 of the participant's guide and to set their intent for the week.

Pretest	Hand out the pretest and ask the participants to answer the questions to the best of their ability:
Individual Exercise	
10 minutes	➢ Make sure that they do NOT write their names on the sheets.
	➢ Let them know that they will take the quiz again at the end of the class to see what they've learned.
Topical Threads	🗒 **Participant Guide pp. 3-4**
Presentation, Discussion	Point out the topical threads that the participants became familiar with during the first week of training.
10 minutes	**❗ Threads: All**
	Briefly discuss the question printed at the bottom of page 4.
Agenda Overview	🗒 **Flip Chart**
Presentation	Write a brief agenda of the class on a flip chart (or review the agenda that you have prepared before class).
5 minutes	
What is Community	Explain that when looking at the CDCR Community, we are looking more than just those individuals with whom we work.
Group Discussion	✡ **Slide 2 (What Is the CDCR Community?)**
10 minutes	A community is comprised of all of the stakeholders of CDCR. A stakeholder is defined as anyone person or entity that has any impact or is impacted in any way by CDCR.
	📖 **Participant Guide p. 5**
	🗒 **Flip Chart**
	Ask the full class to brainstorm every "stakeholder" that they can think of in their CDCR Community. Ask, "do you have an ethical responsibility to the greater CDCR Community?" If so, what is your ethical responsibility?
What is a Team?	Introduce the definition of team
Group Discussion	📖 **Participant Guide p. 6**
10 minutes	✡ **Slide 3 (What Is a Team?)**
	➢ Define Team and provide an example
	➢ Ask the full class to identify additional examples of teams in the general public
	🗒 **Flip Chart**
	➢ Ask the full class to identify teams in CDCR
	• Record answers on chart paper

Types of Teams

Small group exercise

10 minutes

There are several types of teams

📖 **Participant Guide p. 7**

☼ **Slide 4 (Types of Teams)**

➤ Introduce the types of teams and describe each type

- Work Teams: involved in the production of services or goods. Stable, full time members, often have an assigned supervisor. Example: Maintenance team

- Parallel Teams: may be ongoing and tend to have a specific focus. Their task is specific for example "quality circle teams" are tasked to improve the general quality of work.

- Project Teams: Organized to solve a particular problem, develop a new product or service, determine why a problem exists and make recommendations. Example Strategic planning team.

- Management Teams: Designed to manage the performance of a unit, division, or organization. They plan, provide direction, provide oversight. Example: Executive management team.

*Source of the information above is: Groups Theory and Experience by Rodney Napier and Matti Gershenfeld.

☼ **Slide 5 (Types of Teams in the CDCR Community)**

➤ Ask each table to discuss the questions on slide 5 and write some key points to share with the team

➤ When finished, spot check to have some of the tables share their CDCR examples.

Structure of Teams

Factors that Increase Team Attractiveness

Group Discussion
15 minutes

Introduce the concept that factors can make a team attractive or less attractive to members and that attractiveness positively correlates with commitment

  📖 **Participant Guide p. 8**

  ✡ **Slide 6 (Structure of Teams)**

    ➢ Review each factor and ask the class for examples for each in the CDCR Community

  ! **Thread: Department Mission , Vision, Values, and Goals**

Ask each table to discuss how the factors of team attractiveness help enhance the team's ability to meet CDCR Mission, Vision and Goals.

Factors that Decrease Team Attractiveness

Group Discussion
15 minutes

Introduce the concept that just as there are factors that attract people to join and participate on teams, there are also factors that decrease the attractiveness of team membership. Briefly introduce the factors on slides 7 & 8.

  ✡ **Slides 7 & 8 (Factors that Decrease Team Attractiveness)**

  📖 **Participant Guide p. 9**

    ➢ Assign each table 2 or 3 factors that discourage team membership. Have each table rewrite the factor to state the converse in positive terms.

    ➢ Then, develop a strategy for avoiding these pitfalls.

  📝 **Flip Chart**

    ➢ On one or two flip chart sheets that you have prepared in advance with a list of the factors shown on Participant Guide page 9, record one or two strategies to avoid each factor.

  ! **Thread: Community**

Conduct a brief discussion of the question printed at the bottom of page 9.

Value of Team
20 minutes

📖 **Participant Guide p. 10**

Have participants turn to page 10 in their participant guide.

➢ Ask participants to form pairs and follow the directions.

➢ Round One: Partner B is the interviewer, while Partner A is the interviewee who describes the best team that he or she has worked on (4 minutes).

- Suggest that Partner A share thoughts such as:
  - *What made the team so good*
  - *What were the people like*
  - *What processes were unique to the team*
  - *How did they overcome challenges*
  - *Most importantly, how did they feel on the team?*
- Person B is the interviewer. Person B may ask clarification questions but, not general questions
- This is not a dialogue, this is a brief interview in which Person B listens to Person A's recollections and sometimes asks for clarification.
- As he or she listens, Person B is to look for themes and not them (offer suggestions for themes to look for such as: empowerment, organization, respect, etc.

➢ Round Two: Reverse roles following the same directions (4 minutes).

➢ When the second interview is done, the tables are to reconvene and compare themes (5 minutes).

➢ After a few minutes ask each table to share one theme that they identified. Continue to go around to each table and have them each share one additional theme until all have been collected (5 minutes).

📝 **Flip Chart**

Write the themes identified on chart paper.

❗ **Thread: Accountability**

Briefly discuss the question printed at the bottom of page 10.

Stages of Team Development

Team Exercise

20 minutes

☼ **Slide 9 (Stages of Team Development)**

Display slide 9 and ask the participants to turn to page 11 in the participant guide.

📖 **Participant Guide p. 11**

Discuss each stage of team development providing or asking for examples of each phase.

➢ Tell participants that they will be performing the next exercise as a table and that it is a contest.

➢ Distribute to each table a set of 24 index cards that contains statements describing behavior found in each stage of team development and a number in the top right hand corner or each card. Exactly six cards contain statements for each of the first four steps of team development. Inform teams that they have 10 minutes to sort the cards into four piles corresponding to the stages.

➢ Call time, ask the teams to pass their cards in order to the table to their right and distribute the Answer sheet to each team. Ask each team to score the other team's answers. Ask for scores and write the team scores on a chart paper, the team with the highest score wins.

➢ Ask tables to hand the scored sheets back to the original team.

➢ Discuss the results.

How to manage through each stage

25 minutes

Ask the group, what is your goal as a supervisor with relation to managing your team through the stages of Team development? Ask the groups to consider what ethical dilemmas might they face during each stage of team development and how they might address those challenges.

☼ **Slides 10 & 11 (Team Development Supervision Strategies)**

➢ Review slides 10 & 11 with supervision strategies for each stage

📖 **Participant Guide p. 12**

🗒 **Flip Chart**

➢ Assign each table a different stage and have them develop a plan for implementing the strategies for that stage and write it on chart paper.

➢ Briefly review one or two examples from each table.

Features of Real Teams

Group discussion

10 minutes

Discuss the fact that many groups may share some commonalities with teams but there are some features that are required for a group of people with a shared goal to be a team.

☼ **Slide 12 (Features of Real Teams)**

📖 **Participant Guide p. 13**

➢ Refer participants to page 13 of their Guide. Display slide 12 and review the information on the slide.

➢ Describe each of the four features and ask the participants for examples of each feature on their team.

- Team Task: the purpose and duties to be performed by a team need to be clear so that the team can work toward shared goals.

- Clear Boundaries: the members of the immediate team are known. Without boundaries it is hard for individuals to understand the respective roles related to task completion.

- Clearly specified authority to manage work processes: teams need to know that they have some control over their work product. They need to feel that their participation is important and makes a difference in moving toward the shared goal.

- Membership stability: Every time a new member joins a team or an existing member leaves, the team revisits the stages of development and challenges norms. In order for a team to develop, stability is required.

❗ **Thread: Five Practices**

Help the group draw parallels between the features of an effective team and Kouzes' and Posner's Five Practices.

Team Spirit

What is it and why is it important?

15 minutes

Say, we have looked at what teams are and how they develop. Now, let's look at why teams are so important to CDCR and how you can build a team with strong team spirit.

📖 **Participant Guide p. 14**

☼ **Slide 13 (Team Spirit)**

➢ Ask the participants to work as a table to answer the questions on page 14 of the Guide (8 minutes)

📓 **Flip Chart**

➢ After working in small groups, ask the tables to share some of their answers to the two questions and write them on chart paper (5 minutes).

📖 **Participant Guide p. 15**

☼ **Slide 14 (Team Spirit Defined)**

➢ Have the teams turn to page 15 of the Guide and display slide 14 and review the definition and the list of behaviors. If there is a behavior not already identified by the class, discuss the behavior.

Team Spirit (cont'd)

How to build team spirit

Say that now that we can recognize team spirit, the question is how do we build it on our teams?

📖 **Participant Guide p. 16**
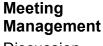
☼ **Slide 15 (Elements of Team Spirit)**

There are three simple elements to team spirit.

➢ As a supervisor, you want to develop a sense of respect among all team members. That doesn't mean that people need to like each other although, that Makes the team experience more enjoyable. But, team members must respect each other. Say that the Guide offers a few suggestions for how to develop respect on your team.

- Increase personal awareness of team members strengths, ask the participants for examples of how they might do this on their teams.

- Increase contact and interaction among members – again, ask the participants for examples of how this can be done on their teams.

- Establish norms that support respect and enforce those norms. Ask the participants for examples of the norms they currently have on their teams that create an environment conducive to building respect. Are there any norms that create obstacles to respect? How could they eliminate those obstacles.

➢ Developing trust is also important to building team spirit.

- Ask the participants what trust looks like?

- Ask the participants what risks might they want to reward and how would they do so. Provide an example such as: desire to reward speaking up at meetings about a safety concern, reward the behavior by clearly communicating that you appreciated the input.

- Discuss how to treat team members as equals – ask for examples.

- Ask for examples of how the participants might encourage open and honest feedback.

Team Spirit (cont'd)

How to build team spirit (cont'd)

Large group discussion

30 minutes

➤ Discuss the fact that synergy means that the whole is greater than the sum of its parts.

- Ask participants for an example of how they might maintain a positive focus for their team on tough days.
- Ask participants how they can create team spirit and continue to build connections to the greater CDCR community?
- How can they create and maintain a vision?
- Ask for examples of how they could engage the hearts of their teams.

❗ Thread: Five Practices

If you have time have them work to answer the question in small groups. If not, ask the full class to discuss the question.

Meeting Management

Discussion

Small Group Exercise

25 minutes

➤ Ask how many of them go to meetings. Get a feel for the number of meetings they attend on a weekly basis. Ask how many of those meetings do the participants run? Ask if the participants hold regular team meetings. Ask if they have ever been to a meeting that is frustrating (one expects that there will be a strong reaction to this question).

🗒 Flip Chart

➤ Ask the participants to think of a meeting or series of meetings that are effective and give them a moment to think.

➤ Ask them what was effective about the meeting? What specifics can they remember? How did they feel in the meeting? How did they feel about the meeting participants?

➤ Write the responses on chart paper.

➤ Explain that meeting, held effectively can not only allow for a great deal of work and work coordination to be completed but, they can also help build teams and team spirit.

Meeting Management (cont'd)	☼ **Slides: 16 (Meeting Management — Planning)**
	17 (Tips for the Agenda)
	18 (Tips for Kick Starting a Meeting)
	19 (Establish Meeting Ground Rules)
	20 (Time Management Tips)
	21 (Ask for Feedback)

➢ Review the slides and their content briefly with the participants.

📖 **Participant Guide p. 17**

➢ Ask each table to complete the table on page 17 in the Guide.

❗ **Thread: Community**

Briefly discuss the question printed at the bottom of page 17.

Supervisor as a Facilitator
10 minutes

📖 **Participant Guide p. 18**

➢ Ask the participants to turn to page 18 in their Guide and to answer the questions as a small group.

➢ Ask the tables for their answers in a large group format after a short period of time in small groups.

- Answers to question # 1 should include things like, a person who assists a team in a discovery process, eases a team through discussion, creates an environment for open communication.

- Answers to question #2 should include that facilitation allows for more creative options, increases buy in, creates lasting change, and empowers team members.

➢ Ask "Are there times when you need to be more directive in meeting management?"

❗ **Thread: Matrix Communication**

In discussing the question, ask for specific examples.

Successful Facilitator Skills

15 minutes

Say, the goal of facilitation is to create lasting change in behavior. Facilitation skills can be learned. In fact, many of the skills that you are learning in this set of courses are the skills you need to be a Facilitator.

✧ **Slides 22 (Facilitator Skills)**

📖 **Participant Guide p. 19**

➢ Display slide 22 and ask participants to turn to page 19 in their Guide. Encourage them to write down explanations and examples for each skill in their Guide.

- Meeting management creates the right tone. Proper meeting management ensures the right people are in attendance and they are aware of the topic.

- Observation skills are critical to adapting the meeting to meet the needs of participants. Ask the class what do they observe of staff members in team meetings and what information does that provide them? How might they react to a given observation?

- Communication skills include verbal, non verbal and written. Ask group for examples of each from a team meeting perspective.

- Teaching skills allow a facilitator to identify "teachable moments". Can you provide some examples of "teachable moments"

- Directing skills are sometimes needed and a team needs a more assertive approach. Ask the participants if they can provide a few examples of when that may be necessary.

Facilitator Attributes

15 minutes

Say, in addition to the skills just mentioned, an effective facilitator also has some specific attributes that lend to his or her effectiveness.

☼ **Slide 23 (Facilitator Personal Attributes)**

📖 **Participant Guide p. 20**

➢ Display slide 23 and ask participants to turn to page 20 in their Guide.

➢ Provide a brief description of each attribute and discuss with class

- Self awareness is a realistic understanding of you strengths, weaknesses and needs. Ask how do you verify your personal perceptions of your skills?

- Credibility is created by displaying a strong belief in your purpose and direction. How do you do that as a supervisor?

- Empathy means that you can communicate to others that you can see their point of view. Ask, why is this important as a supervisor facilitator?

- Flexibility allows you to adapt your meeting to the needs of the participants. You want to prepare ahead of time however, you must have the flexibility to react appropriately to the changing needs of your team.

➢ Be sure to refer participants to the Emotional Intelligence material they covered in the Role of Supervisor course.

Building Facilitation Skills in Staff

10 minutes

Ask participants to turn to page 21 in the Guide answer the questions as a small group.

📖 **Participant Guide p. 21**

❗ **Threads: Community, Coaching**

Pay particular attention to the questions printed at the bottom of the page.

Share some of the responses as a large group.

| **Supervising a Diverse Team**
10 minutes | Ask the participants to remember the exercise completed at the beginning of the day in which they discussed the greatest team they ever experienced. |

📖 **Participant Guide p. 22**

> ➤ Ask individuals to remember the qualities of the team members. What were the individual strengths found on the team? Did some of the individuals have weaknesses? Were those weaknesses the strengths of others?
>
> ➤ Then, ask the tables to work as a small group to discuss and answer the second question.
>
> ➤ Discuss as a large group highlighting any aspects of diversity including individual strengths and differences, education, backgrounds, etc.

| **What is a Diverse Team?**
20 minutes | Ask the participants to turn to page 23 in their Guide and display slide 23. |

📖 **Participant Guide p. 23**

☼ **Slide 24 (4 Levels of Diversity)**

> ➤ Briefly describe each of the four ways to look at diversity
> - Personality
> - Internal
> - External
> - Organizational
>
> ➤ Ask for examples of each and discuss
>
> ➤ Ask participants to discuss the questions on page 23 and be prepared to discuss as a full group
>
> ➤ Ask for responses from each table on the questions and discuss

❗ **Thread: Community**

Briefly discuss the thread question.

📖 **Participant Guide p. 24**

☼ **Slide 25 (Managing Conflict)**

📋 **Flip Chart**

➢ Ask the participants "what is conflict?" the answers should be close to the following: "a disagreement or clash between ideas, principles, or people" (Encarta Dictionary)

➢ Next ask the participants to list some of the risks of conflict and the benefits of conflict.

➢ Write down some of the key concepts of each on chart paper.

Say, Scott Peck suggested, in *The Road Less Traveled* that the greatest source of mental illness is derived from our unwillingness to deal with conflicts as they arise. That certainly seems to be true in organizations. The key is, how do you as a supervisor make sure that the conflict contributes to your team rather than destroys your team.

📖 **Participant Guide p. 25**

➢ Ask participants to turn to page 25 in their Guide and complete the exercise. Think about two people for whom they have a lot of respect who has influenced their life. Write the individuals names in the first row, one per column.

➢ In the space provided below each name write how that person responded to conflict.

➢ Share some of the responses as a full group.

📖 **Participant Guide p. 26**

➢ Ask participants to turn to page 26 in the Guide and write his or her name in the first row.

➢ In the space below, write characteristics of their own approach to conflict. Which approaches are effective and which are not?

➢ Next, consider how their own team might consider their approach to conflict and write it down.

➢ Finally ask them to identify their strengths and one characteristic they would like to develop.

➢ Ask for one or two volunteers to share their thoughts.

Managing Team Conflict (cont'd) **10 minutes**	✪ **Slide 26 (Tips for Managing Conflict)** ➢ Display slide 26 and review the tips for managing conflict ➢ Provide examples for each tip
Building a Positive CDCR Community **15 minutes**	Say, now its time to put all of this together. How do we apply our learning to build a positive CDCR Community? 📖 **Participant Guide 27** ✪ **Slide 27 (What Is the CDCR Community?)** ➢ Ask participants to turn to page 27 in their Guide and work in small groups to build some action steps to answer the question posed. ➢ Each group has 10 minutes to build an action plan and determine how they will DYNAMICALLY demonstrate or explain how they will build a positive CDCR community applying the day's learning or learning from prior days. ➢ Give each group 2 minutes to present their plan. ❗ **Threads: All** If there is time, wrap up by discussing the questions printed at the bottom of page 27.
Posttest *Individual Exercise* **5 minutes**	Hand out the posttest and ask the participants to answer the questions to the best of their ability. Make sure that they do NOT write their names on the sheets.
Closing and Evaluations	➢ Thank participants for their involvement in the class, encourage them to continue to develop their learning in the areas covered in today's module. Remind them that their next module will be Legal Aspects of Supervision (Part 2). ➢ Distribute course evaluations and give directions for completing them.